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# CHILDHOOD EDUCATION



Vol. I

*April, 1925*

No. 8

Art Instruction in a Progressive School

*Walter H. Klar*

The Attention Problem in Education

*Harriett H. Hensler*

Reading Material for Slower Groups

*Gincie Brown*

Teaching Kindergarten Students in  
City Training Schools

*Mary C. Shute*

The Next Convention

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## *Table of Contents*

Methods of Art Instruction in a Progressive School. WALTER H. KLAR. ....	357
Activities of Six-Year-Old Boys in Relation to the School Curriculum. J. L. MERIAM. ....	364
Dramatic Play Growing out of a Community Project. NELLIE M. STORMS. ...	372
Music Department. GRACE WILBUR CONANT, Editor My Garden. Words by Abigail Robinson. Music by A. B. Ponsonby. ...	377
National Council of Primary Education. FRANCES JENKINS, Editor The Childhood of America. JOSIE EPPERT. ....	378
The Attention Problem in Education. HARRIETT H. HENSLEY. ....	378
Reading Material for Slower Groups. GINCIE BROWN. ....	381
Problems in the Administration and Supervision of Student Teaching Report of I. K. U. Committee on Teacher Training. I. Observation and Practice Teaching of Kindergarten Students in City Training Schools. MARY C. SHUTE. ....	384
In the Classroom Some Group Projects that Grew out of Experiences of the Children. ANNA H. LITTELL. ....	389
From the Foreign Field Conditions in India. ....	391
Extracts from Letters from American Countries. ....	393
International Kindergarten Union Officers. ....	394
Next Convention. ....	394
Headquarters for Convention. ....	394
Official Tour. ....	394
Outline of Program. ELLA RUTH BOYCE. ....	394
Hotel Rates. ....	395
Chairmen of Local Committees. ....	395
News Item. ....	396
I. K. U. Headquarters at Washington. ....	396
The Reading Table The Decroly Class. ANNIE E. MOORE. ....	397
Experimental Practice in the City and Country School. NETTA FARIS. ....	398
Other Books and Educational Topics. GERTRUDE MAYNARD. ....	399

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# *Methods of Art Instruction in a Progressive School*

By WALTER H. KLAR

*Carnegie Institute of Technology, Pittsburgh*

THE general aim of the Community School in Pittsburgh has been the emancipation of the child from the fetters of formal instruction, a rigidly followed course of study, and technical demands beyond his years of development. Believing that the child is naturally inquisitive, eager and desirous to learn, attentive to duties which he recognizes as such, and capable of solving problems of his mental age, the teachers have planned to "set the stage" for the child and then to withdraw into the audience as far as seems to be advisable.

Methods in art instruction have been "analytical inductive" and have varied none, if that is possible, from

methods in construction work, music, reading, and other subjects. The attempt is always to present the subject in such a way as to permit the child to act upon his own ideas in his own way, and, as far as compatible with the situation, to lead him through his own acts to make his own criticisms, judge his successes or failures, and plan his next lesson.

In achieving the principle of emancipating the child from the fetters of formal instruction, the teachers have used two methods of approach; one, to discuss the next possible lesson during a drawing period, that is, to ask the pupils what they would most desire to draw during the next lesson; the other to "listen in" on their casual comments during the drawing period, or at other times, to discover what they would like to draw, design, or color. Using this basis for the planning of the following lessons, the teachers have been forced many times to make considerable special preparation in order to bring the lesson suggested by the pupils within their (the pupil's) present ability. The pupils may desire to try some problem which is obviously so involved with technical necessities that there is great danger of their making a discouraging attempt and failing to complete a satisfactory prod-

<sup>1</sup>The Community School, Beacon Street, Pittsburgh, Pennsylvania, is a progressive school for children of the elementary grades, groups from the kindergarten through the fifth grade being accommodated. It is a private school, soon to be incorporated under the laws of Pennsylvania, and is maintained for the purpose of affording a free and natural kind of education for young children. The school is a development from the former School of Childhood of the School of Education at the University of Pittsburgh, which was in existence from 1912 to 1922.

The above article is a report on the methods of art instruction as followed at the Community School. Miss Goldia Ann Hill assisted in making the report.

uct. Hence the imagination of the teacher must enter in so that she can see the new problem related to the past experiences of the class, and can so simplify the technical side that there are not too many new forms to be studied and learned. When the children are allowed to suggest the next lesson it usually comes as naturally out of the previous lessons as a new branch or twig on a tree out of previous plant development. A sequence of lessons is most likely to occur. Having drawn a house the child likes to repeat this form, either as it is, or with additions or subtractions, perhaps as a street of houses, or a whole city of houses.

The danger of the class planning some problem far too advanced for them has been negligible. The pupils are as apt to say, "this is too hard for me" as they are to comment on the fact that some lesson is too easy. An analogy may be cited from the teaching of reading in the same school where there has been arranged on a shelf in order of difficulty, a number of reading books, and the pupils know that they may select any book to read in which they are especially interested. They are privileged to select from this shelf any books which they desire, but, as their reading ability depends entirely upon their reading vocabulary, they are led through the natural restrictions of inability to go into the more advanced work to keep below certain books, and, due to their familiarity with the more simple books, they tend to keep above others. Their drawing ability, like their reading ability, depends upon a vocabulary of memorized, or learned, forms. The child knows this as well as he knows his limitations

in reading or piano playing. In planning their pictures they will object to the constant use of a number of forms which they feel they have had too many times, and, on the other hand, they are likely to remark that such and such a form is far too difficult for them.

It may be commented here that one of the arts in teaching is to make great use of a few simple ideas. To this end a group of children who have a tendency to attempt, or desire to attempt, work decidedly beyond their powers may be carried along to higher types of work through skillful suggestions by the teacher, or the scrutiny of works of art in which a few forms have been used with considerable invention. The child may be able to draw a more or less rectangular form expressive of a window, and, to make the point clear, let us say, can go no further than the drawing of one single form. A study of this ability reveals that through a wise use of this one single rectangle a multitude of objects may be suggested. As I write this article, I am sitting in an ordinary living room of an ordinary home. I will list the number of objects in this room which can be suggested with a rectangle. On the table top there is a blotter pad, and a hand blotter, a book and table runner; the table top is rectangular and there are two rectangularly shaped picture frames leaning against the wall, but placed on the table. A mirror frame above the table is rectangular and it is divided into two more rectangular shapes. To my left and slightly in front of me, is a divan or sofa which is rectangular; so are a number of books which show their backs to the spectator; the books

on the table were face up, therefore showing another use of the rectangle. The fire place, mantel, and bricks of which the fire place is constructed are all of the same shape, varying of course in proportions. The window openings, lights of glass, window shades, and inner curtains are all rectangular. Thus the child who can draw but one shape has, if he appreciates it, an opportunity to express a vast number of ideas, as the following series of lessons will show.

1. My home has windows.
2. The windows have shades, inner curtains, and several panes of glass.
3. We have pictures on the walls of our home.
4. In the fall and spring we make a wood fire in our fire place.
5. Our fire place burns coal.
6. Some fire places burn gas.
7. Last week mother bought a new rug.
8. In our home there are seven rugs for two rooms and a hall-way; some rugs are large, other rugs are small. Some are almost square; others are long and narrow.
9. Several times a year we hang our rugs from the clothes line.

The series of themes involving the use of a rectangle, placed in either a horizontal or vertical position, is quite endless.

Any class could be carried along through varied visual experiences and illustrate their ideas with this simple form.

It may be well to mention at this point that each and every drawing lesson is presented from the expressive side; if not expressive, then purely pictorial or illustrative, rather than technical. Referring to the above series of lessons, these would begin

with the illustrating of the end of the room; the objects on the table. Some need would have arisen to make such a drawing desirable. The series was not made out from any series which had been taught, but merely suggested for this article. Let us suppose that the first group is working out a project of the home, and the drawings follow along with the work being taught in the construction room or work shop. The question may arise among the children, "what do we have in our living room?" Then for the following day a report will be made. The report says windows, doors, rugs, furniture, etc.; we now draw the pictures of these forms. No question is asked as to the technical ability of the class, no dictation is given. Having agreed that we are to draw a window, if the teacher realizes that the class is utterly unprepared to attempt a window, it may be necessary to lead up to the drawing through some visual experiences, such as one pupil making a drawing on the board and the class assisting in perfecting the work. In no event would the series of lessons begin with learning a rectangle, the name of rectangle, and the drill in drawing the rectangle. The mental idea of window, door, picture is of far greater value to this child than the ability to accurately draw a rectangle. The accurately drawn rectangle might be desirable drill for a mature art student, but, I am afraid, a rather uninspiring drill. The mental intellectual angle of any work is of greater interest to people in general than the technical, which is understood only among composers and technicians. One may inquire, "does not the technique suffer when neglected?" The answer is negative. Through the experience

of making successful drawings, the technique grows better and better.

There has been no preconceived course of study in this school, laid out by the teacher in advance and held to rigidly, and yet there has been constantly kept in mind the probable standards of attainment of children of a given age and grade. Sargent and Miller give in one of the concluding chapters of their admirable book *How Children Learn to Draw* an estimate of what one may expect of children in drawing. This text and the drawing scale by Kline and Carey have been used as a guide. There has also been in the minds of the instructors the fact that the pupils should receive a greater amount of expressional drawing than of design, or of color and lettering. The present plan is to increase the amount of time in color, design, and the study of the esthetic side as the child advances in age. Roughly speaking, the fifth group, since it is approaching very near the age of emotional development, would be giving about fifty per cent time to a study of the beautiful. Below the fifth group there would be less and above a greater percentage given to the finer side. The teachers contrive to introduce the various mediums, as black-board drawing, colored crayons, paper cutting, at times convenient to the pupil's needs. There is also kept in mind the fact that at any time pupils from this school may leave and enter the public schools of the city, and that in transferring from one school to the other there must not be any disadvantage to the child.

Although there is no preconceived course of study made out in advance there is by the end of the year ample evidence of the pupils having a firmer

grasp of the subject, of attempting more difficult problems, of drawing with greater freedom and of greater independence. Their products show that they have mastered a certain number of animate or inanimate forms which may be drawn at will and used in illustrations.

The third point, that no work be attempted which is technically beyond the present ability of the class, has resulted in a practically universal feeling among the pupils that they can do the work. Therefore no technical drills have been given. The course of study has come so much from the class that they have not been confronted with the task of doing considerable drill in preparation for the making of a drawing. Judging from our experience at this school, children are apt to expect a moderate consistent growth from problem to problem. In their dramatic work and in other subjects where they are encouraged to originate and invent, they show a disposition to adapt and adopt from recent school events material to suit the situation. Only once last year did the third group attempt to master a shape which was far too difficult for them and where the technical demands were much beyond those of the former lessons. In all other cases their selection of themes was so closely related to the themes recently illustrated by them that practically no time was given over to drilling on the technique. However, let us assume that a child is having difficulty in learning the shape of some form which seems necessary to be used in a picture. Possibly a too difficult selection has been made by the pupil. This becomes a problem for the entire class. The pupil's work is discussed by the other members present. The



good points are related and reasons for their being considered good are given. The parts of the drawing where improvement could be made are discussed by the class and the class helps the pupil to improve. "Thou that teachest another, teachest thou not thyself?" The entire class benefits. But the class may not be able to solve the problem and they call upon the teacher to assist. She in turn may refer them to some way by which they can solve the problem for themselves, through experimenting with the drawing or studying similar drawings; or the teacher may draw for the class, working if possible on the same size paper and using the same materials as the class, and either asking questions of the pupils or (and this has become a frequent method) drawing according to the dictation of the pupils. That is, the pupils ask the teacher to draw a man walking; then they ask for one running or for a man walking fast or hurrying. The teacher draws and the class studies why certain lines produce the desired effect.

Another means of improving the pupils' work is to study drawings of similar subjects by other people. The children may collect a goodly number of pictures of birds, some photographs, some drawings to be used for reference. Still another method of improving the work has been to trace around a cardboard model of a form which is being studied. This method is used with many variations. The class may draw around a model and then draw from memory the form learned, or they may draw around the model and cut out the drawing, and then draw from memory. Again, they may draw the shape on a net work of squares, and at the conclusion, in the absence of the

original, draw from memory the form as studied. Pupils who have difficulty in learning a form may be assisted by proceeding from the part to the whole, and profit by the teacher drawing a line of the form and the pupil copying that line. This is followed by the teacher drawing the first line again and a second important line and so on until the drawing is complete. However, the first complete drawing is followed by a memory drawing. It is suggested to some children to take an unsolved problem home with them and try it while at home and have their brothers and sisters try it with them as well. This has helped more than one small child over a stumbling block. As far as economy of time in learning is concerned, the teachers are prepared to say that there does not seem to be any one single universal method which may be passed along like a receipt and made to work. No single one of the above devices has been 100 per cent perfect.

At the close of each drawing period the work of the entire class is placed on the wall for review and discussion. The pupils' judgment is usually quite like that of the teachers; they invariably select the best drawing, their reasons for its superiority are given, and, were it not for a limited vocabulary, they would be quite as good as the reasons of the teacher. If there is to be an exhibition of the work the pupils are placed in charge.

A regular routine in the classroom is the locating of the drawing tables and the care of the materials. The children recognize this routine as being quite as necessary as the lesson itself, although no formal action is demanded by the room teacher.

All of the drawings are saved and

filed away so that from time to time the teacher may instruct the group through the use of earlier drawings. They may review or decide that they would like to draw a shape that they had at some earlier date studied, in which case they may have the earlier drawing to look at. Or they may feel that their progress is less than they had hoped for, in which case the earlier drawings are brought forth and a careful estimate made of them and a comparison with the present products.

The work of the children last fall showed considerable evidence of a carry over from the work of the summer session, or of the previous year. Forms which were useful to them and which they drew easily have now become part of their drawing vocabulary and may be expected to appear at any desirable moment to them. The child who has no drawing vocabulary cannot draw. However, one may not always be able to "call up" his vocabulary when he would like to use it; the associations do not work; therefore some scientific attempt to put in action a probable set of associations may be necessary. An oral review of some form studied last year may be of help. The plan for the fall was to discover the present development of the children; to lead them to see a number of uses for their abilities; then to add, not too rapidly, new forms and ideas.

The following series of lessons was given to the children in the second group, beginning with the first week of the fall term 1924. Each illustration is drawing IX of the series.

#### *Lesson I*

Free expression of vacation experience. Each drawing had in it some representation of a house. Class criticism brought forth a need for improvement.

#### *Lesson II*

Experimentation at board. Used rectangular and square shapes of different sizes, i.e. Here is a picture. How make it look like a house? Who can do it? Here is another. Make it into a house, etc.

#### *Lesson III*

Memory experience of above plan. Each child drew one or two houses—more if he had time. (Each drawing on a separate sheet of paper).

#### *Lesson IV*

Comparison of first and third drawings; individual improvement noted. Very satisfactory. However, houses tipped.

#### *Lesson V*

Cut outs of houses in evidence. To be used by the children as they felt the need for them. The children enjoyed them; made use of them by tracing around shape and completing drawing.

#### *Lesson VI*

Experimental drawing of houses on street. Discussion brought out different types of houses, garages, etc. Comparisons with earlier drawings proved satisfactory. All children used much force and freedom in drawing.

#### *Lesson VII*

Class suggested that representation of mining town be drawn. Drawing first done on black board in form of a group production.

#### *Lesson VIII*

Cut out representation of above. This, too, a group production. Class free to use house models if they so desired. Some did; some did not.

#### *Lesson IX*

Memory drawing of a mining town. Note the illustration. The larger houses represent those occupied by superintendent, bosses, etc. Smaller houses are those of miners. Interesting criticisms of the class: One child remonstrated with Tom—strenuously objected to having sky for the front yard. Tom immediately changed the sky into water and all was well. Another boy objected to the slant of Bob's houses on the hillside. Bob immediately drew a hill higher than the first, and put a house on it. Can he draw straight lines? Look at it and see for yourself.





LESSON IX  
MEMORY DRAWING OF A MINING TOWN

# *Activities of Six-Year-Old Boys in Relation to the School Curriculum<sup>1</sup>*

By J. L. MERIAM

*University of California, Southern Branch*

THE literary psychologist, James, refers to the environment in which the new born babe finds himself as a "big, blooming, buzzing confusion." The close observer of the behaviors of children cannot but be impressed with the great complexity of this environment and the corresponding struggles of children to adjust themselves to it. But adjust they must, who survive and prosper, for such is life.

This "big, blooming, buzzing confusion" is not so disconcerting when we survey the boy who comes into this environment: the boy, a big bundle of bubbling, bouncing, bracing, bristling activities. This boy—he cries, he laughs; he sees, he hears, he feels, he tastes; he runs, he walks, he rests; he eats, he sleeps, and wakes; he whistles and sings; he listens to stories and tells big "whoppers" too; he quarrels and even fights at times; he asks questions and gives expression to an apparently independent self; he plays, he works and sometimes shirks. All this and much more is characteristic of the boy.

(I refer here to the boy, only because the study presented below is of six-

year-old boys. I am not unmindful of the girl who is a good companion of this boy. Most of what is said of one may be said of the other.)

We who are interested in the education of children find our problems the more interesting when we countenance the complexity of environment referred to by James, and recognize the unlimited behaviors of children as reacting agents to that environment. This complex environment and this active child are two essential parts in modern education. I assume that the modern boy is more active than the boy of ancient times. How disinterested this modern active boy would be in the simple life of a David with his sling, alone with sheep on the hills. And how much more difficult for even a David to adjust himself to the blooming, buzzing confusion of modern life. There is good reason that our children are not satisfied with the less active experiences of their parents. They have a yet greater complexity in life to meet. Only through a greater variety of these activities can the individual make a satisfactory adjustment to this increasingly complex environment, physical and social. The ox-cart does not measure up to the automobile and aeroplane for modern

<sup>1</sup> Address given before the California Kindergarten Primary Association (Southern Branch).

travel; and the pony-express is not equal to the telegraph and radio in modern communications.

The orthodox teacher or parent is satisfied with the traditional school and curriculum so long as he centers his attention upon the conventional three R's as subjects to be taught—irrespective of the active child and the confusion of modern life. Turn attention to this active child and his imperative adjustments, and the whole viewpoint is changed. Just this is the inevitable tendency in modern life and the modern school.

Before reporting one small study of the behaviors of certain six-year-old boys, let me remind the reader of two aspects of our problem in the education of children.

1. Child life, from the viewpoint of education, may be regarded as a wonderfully beautiful piece of mechanism. This statement is intended to be highly complimentary to the child and helpful to his teacher and parent. Earlier, this child has been regarded as a personality, a mind and a soul housed in a body. This mind and soul were regarded as of very superior—supreme—importance, the body of only secondary value. Parents have gloried in the intellectual and spiritual life of the child. They have cared, too, for the body, but as a thing quite apart. The teacher has sought to educate the mind of her pupil; she has not appreciated the part the physical child plays in the real life she is educating. Consequently her methods of instruction have been the more difficult and oftentimes in vain. Recent studies in child life and development tend to present the child as a behaving organism. Professor James,

in his *Talks to Teachers* twenty-five years ago, described the child in those terms. Professor Watson, in his recent *Psychology from the Standpoint of a Behaviorist* insists that we treat human activity in a most pernicious way when we dissect the human animal into the "mental" worker and the "physical" worker. We parents and teachers may be greatly profited in developing children if we regard them as organisms reacting to a stimulating environment. We noted at the outset the complexity of the child's environment; that is, there is a wonderfully complicated stream of influences pouring in upon this child organism. Fortunately he is not "dead as a door nail," he is very much alive, in the sense that this organism is possessed with a great variety of possibilities of response.

Both parent and teacher who would contribute effectively to child training must give close attention to the complexity of both environment and reacting child. We look upon iron filings reacting in a very definitely mechanical way to the magnet brought into proximity. Even the human eye, under normal circumstances, acts automatically, mechanically, on the stimulus of an approaching harmful particle. The child at the dining table, on the playground, in the library, reacts in the same mechanical way to stimuli far more complex and by responses far more intricate. The complexity of this mechanical situation is complementary to the child and strongly appealing to teacher and parent positively interested in child welfare. But it all means that we must observe more closely the commonplace behaviors of children.

2. The curriculum, at school or in

the home, may be regarded as an organization of child behaviors, contributing to helping children adjust themselves more effectively to the "big, blooming, buzzing confusion" into which fate has brought them. With an advancing civilization—an increasingly complex environment, and the greatly varied individual reacting agents—the children, a real curriculum cannot be static; it must forever be in a state of flux. This is most disconcerting to the teacher who wants every thing as definitely established as  $2 \times 2 = 4$ . The situation is inspiring to those who delight in the realities of child life and its imperative adjustments.

Our object in making a survey of children's activities is not to find points of application for the three R's, nor, indeed, to get away from the three R's. On the other hand there is great need that much closer and more extended observations of child behaviors be made that we, as teachers, may be led to place the emphasis upon teaching children rather than upon teaching subjects. Help children to the most efficient behavior possible, and the three R's must stand or fall—perhaps be only modified—as they contribute to child development.

I had a class of twelve graduate students, men and women. All were experienced teachers, some were parents. I asked that each select a six-year-old boy, watch that boy for a week and list as many of his activities as possible. Our observations were limited to six-year-old boys for the purpose of having data of kindred nature, material that might be suggestive for definite school work. No attempt was made to define the age more exactly. Also, no attempt

was made to limit the boys to those with red hair or freckled faces. These graduate students were requested to make "snap shot" observations, that is, without the boy's knowledge or consent that his behaviors were being recorded. These observers were further requested to overlook any activities that belonged to school life. We were anxious to get at the normal child irrespective of school influence. In this first attempt to inventory children's behaviors we made no limitations except as to the six-year-old boy.

The observers soon became aware of two serious difficulties. First, What are behaviors—activities? Tom eats his breakfast. That appears simple, but in so doing he lifts the spoon to his mouth, he opens his mouth, he tastes the cereal, etc. We agreed not to try to so define an activity as to forbid the observer including the ridiculously petty behaviors. Each observer used his own discretion, and some rather petty behaviors are included.

Second, was an activity to be recorded a second time if repeated? Jim winked. He winked again. He winked again. Such petty details might be recorded without end, like the story demanded by the king, one that had no end. Inasmuch as we were not concerned with frequency curves, few if any repetitions were reported by any one observer.

These difficulties and others must be met in advance if another such inventory is attempted. The study presented is offered as only an initial step.

Eleven hundred and eighty-seven activities were reported. Here are a few promiscuous samples. "Crows like

ACTIVITIES OF TWELVE SIX-YEAR-OLD BOYS DURING ONE WEEK

	CASES	CASES	PER CENT	CASES	PER CENT	CASES	PER CENT
I. Work Activities.....						489	41.2
A. Learning about things.....				161	13.6		
1. Plant life.....		4	0.4				
2. Animal life.....		38	3.2				
3. Inanimate.....		25	2.1				
4. People.....		94	7.9				
B. Doing things.....				328	27.6		
1. Caring for physical self.....		102	8.5				
a. Dressing.....	28						
b. Eating.....	28						
c. Washing.....	20						
d. Protecting.....	17						
e. Sleeping.....	9						
2. Helping others.....		161	13.5				
a. In house.....	56						
b. Pets, domestic animals.....	43						
c. In garden—yard.....	36						
d. On errands.....	19						
e. Jobs for pay.....	7						
3. Communicating to others.....		65	5.6				
a. Expressing his wants.....	35						
b. Asserting himself.....	14						
c. Asking questions.....	10						
d. Counting.....	4						
e. Worship.....	2						
II. Play Activities.....						679	57.2
A. Learning (Incidental to play).....				41	3.5		
1. Stories—Pictures—Music.....		41	3.5				
a. Hearing stories.....	22						
b. Seeing pictures.....	11						
c. Hearing music.....	5						
d. Picture show—circus.....	3						
B. Doing (Primarily for fun).....				638	53.7		
1. Play—without apparatus.....		162	13.6				
a. Muscular movement.....	65						
b. Out with Nature.....	39						
c. Bent on mischief.....	24						
d. Group games.....	20						
e. Gathering nuts, etc.....	13						
f. Parties.....	1						
2. Play—with apparatus.....		253	21.3				
a. Ball, hoop, etc.....	132						
b. Catching insects, fish, etc.....	33						
c. With pets.....	32						
d. Apparatus for adults.....	27						
e. Bent on mischief.....	11						
f. Collections.....	8						
g. Musical instruments.....	7						
h. Dolls.....	3						



## ACTIVITIES OF TWELVE SIX-YEAR-OLD BOYS DURING ONE WEEK—Continued

	CASES	CASES	PER CENT	CASES	PER CENT	CASES	PER CENT
II. Play activities—Continued.....							
C. Construction.....		107	9.0				
1. Wood—tools, etc.....	71						
2. Pencil, paint, etc.....	36						
D. Telling.....		116	9.8				
1. Imitates people.....	63						
2. Talks of experience.....	15						
3. Sings.....	12						
4. Tells stories.....	10						
5. Whistles.....	9						
6. Imitates animals.....	7						
III. Not classified.....						19	1.6
IV. Total.....						1187	

a rooster," "Makes an Indian wigwam," "Throws stones at dogs," "Catches butterflies," "Wrestles with his daddy," "Says his prayers at night," "Sweeps the walk," "Tells the story of the 'Three Goats,'" "Collects pretty rocks," "Gathers eggs," "Races with his brother in dressing," "Makes a whistle," "Sings while mother plays," "Washes face for lunch," "Watches boats pass," "Questions where rain comes from," "Buries the pet cat."

In reading these and more of those reported, one may wonder why so many were recorded and as well wonder why not record many more. There is no answer.

An alphabetical list, if possible, would mean nothing. A rather arbitrary organization was agreed upon. This is exhibited on the chart. The reader is asked not to quarrel with the authors of this scheme. It is offered as a tentative working plan. Nineteen cases, one and six-tenths per cent, were not classified. These are largely negative;

such as "Did not get up when mother called."

Assuming the scheme of organization and the distribution of activities to be at all reasonable, we may—*tentatively*, make the following observations.

1. Less than half—approximately, two-fifths—of the activities are of a "work" nature. One may rightly question if a six-year-old boy works at all in place of play—but wiping dishes sweeping the walk, running errands, would, I believe, be defined by the boy as work. It is quite possible that a fairer and more scrupulous classification of these activities would credit the little boy with more than three-fifths of his life as play. Boys will be boys and must not be made into men too early.

2. These twelve boys seem to be conspicuously "doers" rather than "learners"; 81.3 per cent of these activities are of the doing type. Of course these "doing" and "learning" activities are not mutually exclusive.



These boys learn in doing and they do in learning. But on the basis of some reliability in the classifications, these boys "do" five times while they "learn" once.

3. The interests of these boys in learning should be noted. Plant life does not appeal to the active boy. This is not surprising. Will figures show a more pronounced interest when data on girls' activities are collected? Interests in observing the behaviors of people—especially adults in industry—are more marked. This supports expectation. Learning through the play activity of going to the picture show and circus is probably not faithfully represented. The moving picture theatre was within reach. Perhaps the parents of these boys were wise limitations. Listening to stories and looking at pictures are apparently less interesting than other activities.

4. Eight and one-half per cent of these activities are directed to caring for the physical self. Some of these are, however, done against the wish of these boys rather than to satisfy their cravings. For example, one prolongs the time of dressing; one washes his face under compulsion; one insists that he goes to bed before he is tired and must get up before he is rested. A fair number of these activities are fighting, said to be for self protection.

5. It is complimentary to these little boys (if the observers reported truthfully) that thirteen and one-half per cent of their activities were in helping others or in service to their pets and domestic animals. It is gratifying to note that the largest number of these activities are in helping about the house. Here is an opportunity open to almost

all boys, though unfortunately not all parents take advantage of it in the interests of their children. On the other hand too many boys do not have pets and gardens and yards to which their interests may be directed.

6. It is questionable if these data give these boys sufficient credit for asserting themselves and for asking questions. Further observations are needed. These boys appear to count little in out-of-school life, and this report may be a good index. These boys worship little; the two cases reported come from a preacher's family. The little fellow said his prayers "blessing those he loves, and often putting in a 'don't' for those he does not love."

7. Turning to the playing side of the chart we note that 53.7 per cent of these activities are listed as doing rather than learning. This is not surprising if we were predisposed to regard the boy of six as primarily a playing animal—learning only so far as immediately needed for his doing. To divide play into two groups, with apparatus and without, is not satisfactory, probably not true to facts. But as here tabulated there is evidence that these boys need *play-things*. Play-things are their tools. However, a goodly number of their activities are of the muscular sort, running, jumping, romping, and wrestling. About 5 per cent of these boys' activities are in mischief: pulling sister's hair, pulling the cat's tail, throwing ball on roof to see daddy climb after it, etc. Mischief is fun for the boy; he means no harm, he is only indifferent at the time as to the discomfort to others. It is probably a passing interest

soon to be supplanted by service. The one case of going to a party and three cases of playing with dolls are at the bottom of the two groups. These cases are evidence of snapshot observations and evidence, too, of comparatively little interest in such activities.

8. Nearly ten per cent of the activities are of a constructive nature. Even little boys like to make things. Most boys make noise. Supply them with tools and materials and they will make boxes, boats, and other things.

9. These boys show a pronounced interest in imitating people. They play store, Indian, teacher, doctor. They perform funeral rites over the little dead chicken. The milkman and his cart, the conductor and his train, are all dramatized. "Actions speak louder than words" and these little people act out six stories to one that they tell.

To make these minute observations is the most fundamental move in curriculum making. Our educational objective is to help these boys *do* better in all these commonplace activities, in so far as they are wholesome.<sup>2</sup> The mischief activities noted above had best be merely neglected. Most of the others are wholesome and for improvement in these the boy needs opportunity, guidance, help.

This is not the time or place to even suggest a possible program of curriculum materials on the basis of these activities. Certain implications, however, may be briefly noted.

1. The school program should provide for both play and work. The

traditional school provided for work. Play was practically excluded. "All work and no play makes Jack a dull boy." There are, however, some grounds for fear that the most modern school tends to provide Jack with all play and no work. Close observations of the best of child life reveal activities of a real work nature—yes even with six-year-olds, activity in which the child experiences a sense of obligation and of service. Children of this modern age need the training in this feeling of "must" and they may find in it a deep satisfaction. The figures above, 2/5 and 3/5, may approximate a tentatively satisfactory apportionment of time for work and play, respectively.

2. The school program should provide opportunity for these little children to be primarily *doers*, only secondarily learners. Why should a boy of six be almost compelled to *learn* to read in the first grade, when by nature he *does* so many other wholesome things if given an opportunity. Why *learn* to write and cipher at this stage in life? Four cases of counting (there were probably others) and none of writing in all these thousand activities. The data here presented give me encouragement in the contention I have long made that the school program of learning should be made over into one of doing. This is more fitting to the child. Moreover, this need not mean less learning, but more. The best learning is that secured as it functions in the improvement of doing. This emphasis on doing calls for many changes in equipment, methods, management, in our schools. Space forbids further discussion here.

Two implications as to play must not be overlooked here.

<sup>2</sup> Meriam, J. H., *Child Life and the Curriculum*, p. 316.

3. The school program should provide a definite schedule, ample space, and bountiful apparatus for suitable play. Mark Twain, when asked to write for a comic paper, replied that he could not be funny at regular intervals. On some such principle the orthodox parent and teacher may protest against a schedule for play. But old habits will crowd out play if not adequately scheduled and children will be ready on scheduled time. Play space calls for adjustable furniture. Seats screwed to the floor must yield to a new order in the interests of children rather than custom. Schools spend liberally for texts *in duplicate*. If economy must be practiced, avoid duplication of books and apply even a fraction of these funds for *play things* for children. They are tools of significance in child development.

4. The school program should provide for more dramatic work especially

in encouraging children to act out, in imitation, the wholesome behaviors of adults. This acting is natural and highly developmental. Learning functions large in such dramatic work.

In this connection,

5. The school program should make more liberal provision for children learning about the activities of people, adult and child. Our school texts are so devoid of this social material. Our pupils crave books that tell of industry and invention; of trade and travel; of business and of labor. In such books, written or yet to be written, is the portrayal of the *doing* world. Here is a sort of learning that begets doing. The active boy—and his sister—wants it.

Further study of the details of the normal, wholesome, activities of children will contribute much to remaking our curriculum to serve the growing child.

### Mrs. Spencer Borden

THE death of Mrs. Spencer Borden, which occurred suddenly at her home in Fall River, Mass., January 29th, removes one of the Honorary Life Members of the International Kindergarten Union who had done much toward the promotion of the kindergartens of her home city. She was a member of a group which organized and maintained free kindergartens before the work was taken over by the school department, and her interest continued throughout her life. This was shown in a practical way by many gifts of equipment to the various kindergartens as they were established from time to time. To the Spencer Kindergarten, which was opened in 1921, she gave nearly all of its equipment.

Mrs. Borden has been closely identified with the social, intellectual, and charitable activities of the city, and she will be greatly missed by many groups.

She was the "fairy godmother" of the kindergarten, and among her treasured possessions were a picture of a kindergarten circle and some little Christmas gifts which the children had made for her.

# *Dramatic Play Growing Out of a Community Project*

By NELLIE M. STORMS

*Kansas City, Missouri*

**W**HILE this article tells of the dramatic play that grew out of a community project, it seems best to tell first of some of the earlier plays which served as a foundation for it.

In one corner of our room, which is comparatively small, there is a two-room playhouse fashioned like a folding screen and constructed of beaver board. This, with its doll-size furniture, was introduced to the children about the third week of school. Here the children were at liberty to play freely in the morning before school. Upon the opening of school the children were encouraged to tell of their play. Standards were raised and suggestions given by the children for further play. Oftentimes children, completing their work before the others, ran and played a few minutes while waiting for the remainder of the group to finish their work.

As the play developed, a need for food for dolls was felt, and the suggestion came that "we ought to make a grocery store, so that we can buy things." The store was constructed with the large blocks, built on two tables, and was large enough for two or three children to play in at the same time. The play broadened to the buying, selling, and delivering of groceries,

and the preparation and serving of the same in the home. The "Christmas Toy Shop" carried on the store plays, and others, suggested by the coming of Santa Claus, were added.

After Christmas, when some small celluloid dolls were introduced, the need for homes for these dolls was immediately expressed by the children. Houses were built with the large blocks, and the best were saved and rebuilt in a row to suggest a street. Other needs were felt by the children, and the community, or "Little Town," as it was called by them, soon grew until we had a school, fire-station, church, garage, three or four stores, walks, street lights, water plugs, mail boxes, and transportation of various kinds.

As with the other activities, the children played freely with their "Little Town" before school and often after finishing other work, re-arranging the traffic and dolls, having the dolls ride on the street cars or in the motor cars, racing the fire trucks to extinguish a blaze in the school or elsewhere, sometimes putting up a ladder to rescue "children" from the upper floors, putting firemen to bed, delivering milk from the dairy wagon, buying vegetables from the huckster, and various other things suggested by real life situations.



During the time these spontaneous plays were carried on in the "Community," they were developed unit by unit in a larger way, so that the children themselves might be the participants. For instance, the children

experimented and the best street car was accepted for the play. The duties of motorman and conductor were discussed, and the children chose two of their number who they thought would best fill these places. Several others were



IN THE PLAYHOUSE



THE FLOWER SHOP

decided they would like to make a street car in which they could ride. Various ways of making one were discussed and it was decided that the chairs would be the best material available for a car. Two or three children then

chosen for the passengers and the play started, the remainder of the group observing, with motive questions to direct their observation. After the play the children discussed freely the good and bad features, standards being

raised for the next play. Another group of players was then chosen, and the play was repeated.

In a similar manner the firemen, postman, school, huckster, and traffic officer plays were developed.

The next step was to weave all these fragments or units into a social whole. This was done in the following manner. As Easter drew near and attention was directed to the awakening of Nature, the suggestion that we make a "Flower Shop" was in order and immediately adopted by the children. An excur-

kindergarten decided to make a "Spring Department Store," with spring clothing, millinery and toys. This was constructed of large paper cartons placed on the tables.

As soon as the stores were under way the children played freely in them and both groups asked to play with both stores. This matter was talked over with the children. They decided that it would be a good thing, but each group must be careful to leave the store belonging to the other just as it was found. Here we gained coöpera-



THE SPRING STORE

sion was made to a near-by Florist Shop and work immediately started on ours. A small group worked on the building. The general plan of the grocery and toy shop carried over, but the flower shop was larger, and the entrance and front windows required greater skill and increased technique in building. The remainder of the group worked on paper flowers of various kinds, boxes for plants and delivery, pots, vases, baskets, and an ice box for the cut flowers. At the same time the children of the afternoon

tion and respect for the property of others.

The play started with a family living in the play house, and a florist and clerk in the "Spring Store." Later, delivery boys were needed and added, as some customers telephoned their orders and others asked that their purchases be delivered. The children then asked to have another family, and a home for this family was made with chairs. The play grew rapidly until we had four or five families living in houses made with chairs, each one



having some article to suggest house-keeping.

The need arose for a street car to carry the people down town. We recalled the best car made during the community plays. This was constructed with chairs placed in such a way as to form two long side seats, and several short seats facing the front of the car. Chairs were also used for the doors and pulled aside to represent the opening and closing of the doors. The street car brought the need of a traffic officer to help the people across the street. One morning a child came to kindergarten with some envelopes from home and said, "We need a postman." Other envelopes were made by the children as well as mail boxes, a cap, and a bag for the postman. The mothers needed vegetables to cook, so the huckster with his wagon of "painted clay vegetables" took his place upon the streets, going from house to house. The fathers chose various kinds of work. Office work, however, appealed to most of them. They decided they needed a newspaper to read upon returning home, and the newsboy with his bag of papers made his rounds to the various homes. It was amusing to see the fathers, each with a foot crossed over a knee, reading in a most realistic manner. As every home had one or more children of course there had to be a school for them to attend. I stepped into the room one day in time to hear two little girls sing two of our school songs and another child choose a picture and tell an original story.

The room was transformed into a busy community, with four or five houses dotted around the room, the stores on one side, the street car with its motorman and conductor clanging

their bells, the traffic officer standing near the car signaling the people across the street, or having them wait till the car passed, sometimes going after those who did not heed his signals. The florist and clerk were busy in their stores, cleaning, telephoning, or waiting on customers. The call of the huckster could be heard as he went about, as well as the whistle of the postman as he put the mail in boxes provided for that purpose. The fathers took the car, rode to their offices, where they sat busily writing until time to board the car to ride home to dinner and to read their papers. The mothers were busy cleaning their homes, cooking, caring for their children, going down town, visiting or receiving visitors, visiting the school, reading or writing letters and engaging in various other motherly activities. The teacher in the play school was busy with her children.

The children were intensely interested in the play, and new and original ideas were expressed each day. There was a constant demand for more material to better carry out the play. These needs were supplied in the hand work period. Many interesting conversations developed. The following are a few that were overheard. The delivery boy took a basket of flowers to a mother. One side of the handle was broken. She noticed this and said, "That basket is broken, I don't want it." The boy argued that a little paste would fix it. "I can't help it," she replied, "I won't have it. Take it back and bring me another." The boy meekly returned the basket, bringing her another which she accepted. When the boy waited for his money she said, "I paid the man in

the store." In the check up the children said the mother should have been more courteous to the delivery boy.

One mother called a father in his office and said, "You have some mail today." He answered, "All right, I'll be right home. How are the children?" He immediately took the car and rode home.

One little boy, very much worried because another child walked into his store and carried away his telephone, came to me and said in a most disgusted tone, "Miss S— did you ever know a man to walk in a store and take away the phone? He broke the wires."

Two little girls were living in the play house. One had all the furniture out and was sweeping with all her might. The other was flying about in an airy way buying hats and flowers. The first child said, "Why don't you ever stay home and help me do the work?" The other one answered, "Well you know I just can't stay at home. I always spend all my money. I can't keep a penny in the house."

A teacher telephoned to a mother that she was bringing her children home. I asked her if she thought the teacher would have time to take all the children home. The mother explained that they had just moved into the neighborhood, and since they did not know anyone she had gone to the school after the children. She was cooking dinner so she could not wait, and the teacher said she would take them home.

One child who was playing the rôle of father called at the school and took his children home in the car. His father was in the habit of coming after him and this carried over in his play.

It required about one hour for the children to choose their parts, arrange

their homes and other apparatus, set up standards, play, and then check on the play. We found it saved time to choose the parts just before recess. During the recess the fathers arranged their houses, the street car, and other things that were needed. When the play reached this stage the entire group of about forty children played most of the time. Sometimes, however, it seemed advisable to have a small group observe for a short time in order to help them along specific lines; or to help raise our standards. Whenever a group did observe, their observation was directed by motive questions.

I feel that this type of play furnishes one of the best methods for developing and strengthening social, mental, and physical habits. The development of self control was displayed in an interesting way. The mothers and fathers bought kites, aeroplanes, tops, pin-wheels, and other toys for their children, refraining from playing with them, but standing by watching their children enjoy the toys. Often the children were sent to the "back yard" to play in order that they might be safe.

This type of play calls for good thinking on the part of every child, and provides unlimited language opportunities. In such free, spontaneous play, you see the child's real self and, as it serves as a mirror to reflect the home environment, it leads to a clearer understanding of the children, enabling us to better realize their difficulties, and often opens the way of reaching what sometimes seems a difficult child.

Surely the child who lives through these social experiences in the school will be better equipped to take his place in the larger democracy of the outside world.

# Music Department

GRACE WILBUR CONANT, Editor

## MY GARDEN

ABIGAIL ROBINSON

A. B. PONSONBY

*With simplicity*

1. I have a lit - tle gar - den Down by our high stone wall, With pret - ty flow - ers  
 2. I take my seeds in springtime, And with my lit - tle hoe I dig a long, long  
 3. The gen - tle rain and sun - shine Fall on my gar - den plot, And when it's ver - y

*mf*

grow - ing, . Some lit - tle and some tall, All col - ors of the  
 seed - bed . And plant them in a row; And then I watch with  
 dry, I help With my bright new water - ing pot; And so we make my

*cres - cen -*

*poco rit.* *p molto rit.*

rain - bow; I dear - ly love them all, — I dear - ly love them all.  
 glad - ness To see my gar - den grow, — To see my gar - den grow.  
 gar - den The sweet - est, love - liest spot, — The sweet - est, love - liest spot.

*do* *poco rit.* *p molto rit.*

# *National Council of Primary Education*

FRANCES JENKINS, EDITOR

## *The Childhood of America*

*Melody America the Beautiful*

1

Oh, beautiful for innocence,  
For childhood's blithesome grace,  
For merry hearts that care and pain  
With happiness displace.

### *Chorus*

Oh, childhood of America,  
A nation hopes in thee,  
This be our praise—to guide thy  
ways  
For God and liberty.

2

Oh, beautiful for earnestness,  
For eager zest of mind,  
For fragrance of thy tender love,  
Fair flowers of human-kind.

3

Oh, beautiful for golden dreams,  
The breath of vague desires  
Blown from the living flame afar  
Of faith's eternal fires.

By JOSIE EPPERT.

## *The Attention Problem in Education<sup>1</sup>*

By HARRIETT H. HENSLER

The one big question which confronts every new teacher and often the teacher of some experience is—"Why won't my children pay attention to me, and what can I do to hold their attention?" It is true, there are books on all of these subjects, but what we really need is some first hand experiences and their remedies.

My purpose in this work has been to use my classroom as the laboratory for the application of the psychological and educational principles which have been established. Wherever a law or principle has been illustrated, such

illustration represents the reaction of my own class to the test devised to suit the topic.

There are many definitions of attention but in this article attention will be understood as fixity of thought; concentration of the whole mind upon one subject at a time; that effort of will by which we are enabled to follow what we hear or read without wanderings, without weariness and without losing any particle of the meaning intended to be conveyed. It is not a single state of consciousness but supposes existence of a master idea drawing to it all that relates to it.

In attention a situation becomes more or less distinct and clear. In

<sup>1</sup> Extracts from term papers of fifth-year students in the College of Education, University of Cincinnati.



addition it may "persist" for a time in the focus of the given field. Such persistence, however, depends upon the ideal elements which can be excited. When an object permits aesthetic interpretation, motor control, etc., the probabilities are that it will hold the attention longer than a more barren object. So, too, a field which recalls numerous ideals and images will stay longer. An attempt was made to illustrate this point by first using a more or less crude noise scale as a guide. The first two groups were shown a picture which told part of the "Three Bear" story. It was practically a three minute exposure. As they observed the picture the directions were: "Be prepared to tell a story which this picture brings to your mind." This was followed by an exposure of a picture showing a parrot sitting on a vase, and the same question was asked. The degree of persistence in each showed a marked difference. Of course to an older person the latter picture might have held the attention longer because of training in a higher form of aesthetic enjoyment.

The noise scale ran as follows: Very noisy, restlessness, busy noise, quiet maintained by interest, pin-drop quiet due to sustained interest. In both the exposure of the Three Bear and Parrot picture, attention was the same for the first minute and one-half. This persistence of attention was because the pictures were being viewed as a whole. Then in both cases viewing the picture in regard to the question brought greater quiet (pin-drop quiet). The effort to recall the story brought in both tests the next lower stage or the quiet maintained by interest, and then in the "Three Bears"

picture, at the end of two minutes there was a further descent to the busy noise as they realized the familiarity of the picture, and then a final ascent to the quiet of interest as they mentally reviewed the story. Attention persisted throughout the exposure, whereas in the Parrot picture the effort to recall the story was followed by a descent to the busy noise. This descent parallels that of the above exposure, but was not a result of the same mental process. Being unable to connect the vase picture with any image or story, attention fluctuated, and was lost—as was shown by the downward descent and increasing noise.

During a Hygiene lesson in which we were making in coöperative fashion a clock to show "Our Day" in pictures, a graph was made. All children could give suggestions, but not all could do the actual work of writing labels, so the result on the graph was an increase of fluctuations for some as attention began to wane. A class discussion at the end reduced the fluctuations.

Concentrated activity, especially motor, results in fatigue, slowness of response, a decline of attention and a shortening of the time between fluctuations. In the beginning of the afternoon it is only necessary to speak to the children about once, but as each new period begins there is an increase in the length of time taken to arouse them, and this, of course, is due to fatigue. In seat work I have noticed several individual cases, and find that the number of fluctuations increases with fatigue.

A test was made to show the trend of fluctuations during the first fifteen minute period of seat work or from 1:25 P.M. to 1:40 P.M. In the be-

ginning of the seat work period there were about three fluctuations, necessitated by getting started and then a decided fall to the zero line, which condition continued until the last three minutes of the period when there was a rise to two fluctuations. The same test administered the same day from 2:15 P.M. to 2:30 P.M. or last seat work period showed five fluctuations in the first three minutes with a drop to three fluctuations at the end of nine minutes, then a rise to four and a final drop to two fluctuations at the end of the period. In this test, the zero point was never reached.

This shows quite clearly that the presence of fluctuations is the same, but the number is increased. This is representative of one child whom I consider a good example of the type for which the class stands. In the more advanced stages of fatigue there is loss of control, and great irritability. Loss of control is shown by the number of fluctuations and I find that my children become more babyish late in the day and in two cases any little misunderstanding results in tears.

Now as to the question, "Why don't young primary children attend well?" I feel justified in saying "Why should they?" How long have they had to attend? Are their brains not in a period of formation? There is an influx of sensations calling for such a variety of responses that we cannot expect this seven-year-old child to sit still and listen to someone talk about some uninteresting thing, as far as he is able to see, when all nature is calling

to him to do this and to do that. These little children are simply overflowing with motor activity and before I proceed let me ask this question. Does attention mean sitting still with folded hands and fixated eyes? Indeed it does not. That is an old idea which some educators still hold but the idea itself is losing ground.

With this question in mind, I have watched my class, and the more I watch, the less faith I have in this so-called definition of attention. There is one boy especially who will not sit up straight in any lesson. When I first took the class he worried me because he insisted on crawling all over his seat, to find the most comfortable position. Kneeling in his seat with his head resting on his arms, he became quiet. Across from him is a child of just the opposite nature. Sometimes I have told a story, given directions and then asked questions regarding the content of the story. Naturally an observer might expect child Number II to reply first, but, on the contrary, while Number II or the others are thinking what to say, Number I answers. We cannot tell by position who is attending, and I realize more and more that the attention of a class can be gained or lost by the teacher. Many conditions greatly affect attention, but it is the teacher only who can lessen the disastrous effect of unfavorable conditions. The teacher herself, calm yet forceful, will hold the attention of her class. To such a teacher children wish to listen.

A great soul exercises his influence over his fellows by what he is, not by what he has, nor by the position he holds.—*Dr. Frank Crane*



*Reading Material for Slower Groups*

BY GINCIE BROWN

These children made no progress in reading from September until November. At that time words relating to Thanksgiving were written on the board, not in sentences, but merely as names of things in which they were interested, such as turkey and Thanksgiving. This was done daily throughout December and January, using words appropriate to the Christmas season and other special interests. No attempt was made to have the children read words in sentences until February. Samples of their work which follow later will show how their grasp on reading grew gradually but satisfactorily, for before the end of the year these children were reading from the Merrill Primer.

The children in my room are, as a whole, slow first graders, but the room is divided into A, B and C sections. It is the slowest of these slow groups, the C, with which my problem deals.

I am using no standard of comparison for, while the *method* of teaching such a group has been discussed, I understand that nothing has been written about the actual subject matter to be used.

My work, then, is largely experimental. Since there are no special books for this group, the material presented in this paper will be that which has been used from day to day on the blackboard for five or six weeks as reading lessons for the C group.

There are some common words such as, *the, as, an, another, they, then, them, have, where, when, names of colors, big and little*, which occur over and over in the child's vocabulary, and it is essential that he should recognize them when they are written. To learn them separately would be dull and uninteresting, but to combine them with topics of interest closely related

to the child's life adds greatly to the interest.

Topics of interest might be:

1. The first snow
2. The first spring flowers
3. A spring shower
4. Birds
5. Holidays
6. Pictures
7. Easter
8. Arbor day
9. School room events
10. Children's pets
11. Games
12. The circus

The last topic has been especially useful and has produced very good results.

The work of these children has been almost entirely their own, for the questions have been so directed that the response from the child was written on the blackboard without change.

This alone would stimulate interest, which is necessary before reading can be accomplished, for the children are very proud to have something which they say written on the board. If the sentence lends itself to illustration, a child draws a picture of it beside the sentence on the board. This also creates interest.

Four or five lines at the most are all that such a group can usually take in at one lesson. The series of lessons which follow will serve as illustrations. These sentences were given by the children themselves in response to my questions. Drawings which the sentences suggested were made on the board by the children.

## SPRING TOPICS

A boy brought us some pussy-poplars.  
 Pussy-poplars grow on trees.  
 They tell us that spring is here.

This is a beautiful spring day.  
 The sun is shining.  
 The birds are singing.  
 I saw some pussy-poplars.

Today I saw some tiny leaves on  
 the trees.

The sun will shine on them.  
 The rain will give them a drink.  
 They will soon be big leaves.

Trees have green leaves.  
 They are pretty.  
 Some trees give us fruit to eat.  
 Some trees give us shade.  
 We like to play under the trees.

This is a windy day.  
 Mr. Wind is making the trees bend  
 over.

I saw him blow a girl's hat off.  
 I will hold my hat when I go out.

Do you hear a bird singing?  
 Birds tell us that spring is here.  
 I saw a robin yesterday.  
 He was holding a worm in his mouth.

Birds build their nests in trees.  
 They build them in the spring time.  
 A robin has built a nest in my yard.  
 I talk to him every day.

I see some lilacs.  
 They are purple.  
 They have green leaves.  
 A girl brought them to us.  
 They are on the desk.

Ruth brought us an iris to-day.  
 It is purple.  
 It has green leaves.  
 The iris is tall and straight.

To-day I wore my rubbers.  
 I carried an umbrella too.  
 The rain spashed in my face.  
 It made me laugh.

This is the first day of May.  
 The sun is warm and bright.  
 A robin is singing.  
 Many flowers are blooming.

To-day a girl brought some snow  
 balls.

They are white.  
 They have green leaves.  
 We will draw some snowballs to  
 put in our May book.

## EASTER

Easter is coming soon.  
 The Easter bunny will come too.  
 He will bring me some Easter eggs.  
 I will hunt for the eggs.

To-day I saw an Easter bunny.  
 He was brown.  
 He had long ears and a short tail.  
 I would like to have a bunny.

Charles has a white bunny.  
 His bunny eats grass.  
 He likes carrots and lettuce too.  
 When he eats he wiggles his nose.

The Easter bunny brought me some  
 eggs.

They were red, green, blue, purple,  
 orange, and brown.  
 I found them in a nest.  
 I will eat one of them at recess to-day.

THE CIRCUS

A circus is coming next week.  
There will be a parade.  
There will be animals in the parade.  
The animals will be in cages.

The circus will be in a tent.  
The animals will do tricks.  
Mr. Elephant will pick up a man.  
He will pick him up with his trunk.

The clown will tell the dog to jump through a hoop.  
The hoop is made of paper.  
The dog will tear a hole in the paper hoop.

Maybe the lion will catch a ball on his nose.

Mr. Monkey will play on a drum.  
If he does I will give him some peanuts.

He likes to eat peanuts.

I saw the circus parade.  
The lions were in cages.  
They roared when they went past me.  
The elephants held each others tails with their trunks.

STORIES OF PICTURES

Some boys and girls wanted to have a parade.

John brought his drum.

Betty played on a comb.

Joe carried a cane.

Bill carried a flag.

They are singing "Hurrah! Hurrah!"

These boys and girls are in the country.

Baby Ruth is in the swing.  
Betty is swinging her.  
Jack is running.  
Bobby is playing see-saw with his arms.

CLASS ROOM ACTIVITIES

There is a picture of a cupboard on the blackboard.

The cupboard has five shelves.

We are going to put something on each shelf.

We drew some glasses of jelly.  
We put them in the cupboard.  
They are on the first shelf of the cupboard.

The jam is on the second shelf.

Yesterday we drew some jars of pickles.

We put the pickles on the third shelf of the cupboard.

Some are dill pickles and some are sweet pickles.

All of them are green.

To-day we will put some bottles of catsup in the cupboard.

We will put them on the fourth shelf.

Then we will have only one more shelf to fill.

To-day we are going to fill the fifth shelf.

We drew some cherries in jars.

The cherries are red.

Now our cupboard is full.

# *Problems in the Administration and Supervision of Student Teaching<sup>1</sup>*

THE I. K. U. Committee on Teacher Training was divided into sub-committees for the purpose of making a preliminary investigation of the status of student-teaching in the different types of institutions which train kindergarten and kindergarten-primary teachers. The investigation was made by means of a questionnaire. The

original plan was to assemble the material gathered by the four sub-committees and organize it into one report. As the work progressed, however, it was felt that a special report from each sub-committee would probably be more interesting and valuable than the single report. Reports were submitted, therefore, by the several chairmen of the sub-committees.

## *I. Observation and Practice Teaching of Kindergarten Students in City Training Schools*

BY MARY C. SHUTE, *Head of Kindergarten-Primary Department, Teachers College, Boston*

Of the eighteen city schools to which questionnaires were sent, four are now called "Colleges," and one, "School of Education," while the others are known as "Normal Schools" or "Training Schools for Teachers." From all but one of the eighteen some sort of answer was received but, owing to various reasons, only thirteen questionnaires were filled out, and those thirteen, therefore, form the basis for this report.

Four of the courses reported on are designated as Kindergarten Courses, while nine are Kindergarten-Primary, though in only five of the latter is it made clear that graduates are certi-

ficated for both kindergarten and primary teaching. Three of the thirteen are three-year courses, two more are just changing over to the three-year basis, while one, in addition to its regular two-year course, offers an opportunity for a four-year course with degree. Nearly half, in other words, are getting beyond the two-year requirement so long accepted as sufficient.

Now that we have our general situation as to names of schools and courses, and length and nature of the courses in mind, let us consider the specific questions dealing with amounts of observation and practice, and the methods by which they are carried on.

<sup>1</sup> Report of I. K. U. Committee on Teacher Training, 1924.

1. In what year do your students observe?

Four replies show observation in the first year; one in the second; six in the first and second; one in the first and third; one in the first, second and third. That there should be *no* observation in the first year seems distinctly unfortunate, and is so recognized by the training teacher who reports it, and who is caught in the toils of a "system" such as most of us know only too well. It is encouraging that this situation is confined to one school.

2. The second question deals with amounts of observation, and brings answers showing an almost unbelievable variation. From 12 to 325 hours of kindergarten observation are reported, as follows:—One with 12 hours, two with 20, two with 36, one with 40, one with 54, one with 72, one with 126, one with 325, three not reporting. The primary observation shows one school giving 6 hours, two 18, two 20, one 30, two 36, one 40, one 136, and three not reporting. Several schools send their students into higher grades for limited amounts of observation, but only two report any use of Baby Clinics or Nursery Schools. While it is undoubtedly desirable to get an idea of the school system as a whole, that we may better understand our small part in it, it seems still more essential that our young kindergartners should know about the years preceding the kindergarten experience, and should relate themselves to the fine work being done now for the children of pre-kindergarten age. It is to be hoped that much more of this type of observation will be planned for as soon as possible.

3. Do your students observe as a class or as individuals?

Nine of the thirteen reports show that the group method is most largely in use. Presumably this is due to the necessity of using only a class period instead of a whole morning for observation, which means that the work must be done in the regular practice school near by, as there would not be time to send individuals out through the city and get them back for other classes. Such a situation, of course, justifies group observation, and the latter has also the advantage that all the students see the same children and the same activities, a method which provides a good basis for class discussion; but the facts that a large group of visitors always means a slightly abnormal situation in a kindergarten, and that the students can get into little if any personal relation with the children seem to me such great disadvantages that I should use group observations very sparingly, myself, unless driven to it by such necessity as indicated above.

4. Is the observation carried on in the normal practice school? In the public schools? Any other schools? Is there any effort made to place students so that they see varying types of children, and kindergartners of varying personality and methods?

In answer to this we find only three schools confining their students to the regular practice schools—and only two which say definitely that they make no effort to have the students see varying types. Surely here the great majority are doing the wiser and more developing thing.

5. The question as to the "nature of the student's partial participation" during observation brought an almost



unanimous reply that opportunity is given for room housekeeping, assistance in routine details, and charge of short periods, with such additional work as making reports of the children, giving tests to the children, helping on playgrounds, etc.

6. Almost equally unanimous was the agreement that such work is directed and supervised through outlines, questions, reports, discussions, individual conferences, and visits from critic teachers, the answers furnishing nothing that calls for discussion.

7. But little help grows out of the answers to the questions regarding the points on which students receive credit for observation and participation. Only four answered, the reason probably being that group observation which prevails in so many places affords little opportunity to judge the individual; of these four all specify such important points as personality, initiative, attitude etc.; but only one mentions ability to tell stories, play the piano, etc., matters of technique for which the young student surely needs to be held responsible early in her course.

So far we have been dealing with the question of observation, into which varying degrees of practice opportunity evidently enter. Now comes the matter of the regular practice of student teaching, which in no case occurs in the first year of training, an interesting contrast to the older days when the young student was often given a small group of children at the very beginning of her course. In many ways it was a great experience for the student, but surely the present method is far fairer to the children who should not be regarded as material for experiment!

8. The hours for practice work vary

from 60 to 700 in the kindergarten, the amounts reading as follows: 60 in two, 200 in one, 225 in three, 250 in one, 270 in one, 540 in one, 700 in one, and three not answering. The practice work in the grades is listed as follows: 30 hours in one, 54 in one, 60 in one, 100 in one, 225 in two, 350 in one, the others not answering. It seems almost impossible to discuss such widely divergent figures (the highest number being over ten times the lowest in each case), but probably most of us would agree that sixty hours of practice work is a very small amount for a student who is to be a kindergartner immediately upon graduation. All told, that is hardly more than a month's experience, which seems quite inadequate in the face of all there is to learn! In our commendable effort to enrich our curriculum, may we not be sacrificing to an unjustifiable degree the hours spent with the children, who are in so many ways our "best teachers?" This certainly is a point that calls for more careful consideration than can be given it in this brief report.

9. The replies are practically alike in the next few instances, all stating that students share in all varieties of teaching experience, and that they keep records of curriculum activities and children's progress, while in a few cases such points are added as the keeping of health charts and records of special days and home visiting.

10. The observation and criticism of the student's work is carried on by room teachers, critic teachers, and supervisors (one or two or all three serving in this capacity), and varies from a minimum of one visit a month by critic teacher or supervisor to

three a week—another case of great discrepancy in our practice, due probably not so much to difference in ideals as to conditions in relation to the supervisory staff which are quite beyond our control. I suspect also that our difference in terminology,—e.g., “training teacher,” in some cases, very evidently means the teacher of kindergarten subjects, in others, the kindergartner under those direct guidance the student gets her practice, in others, the critic teacher—invalidates these replies to some extent, a fact which suggests that making some agreement on terms would be a wise step to take.

11. The next question brings the following reports: Only two use a manual of practice teaching; all but two use some form of lesson plan outline; nine provide outlines for recording children's progress; and three use some form of self-rating score-cards.

12. The next question asks for the percentage of practice teaching taking place in the normal practice and regular public schools, and again we find great variation. In three cases *all* the practice work is done in the normal practice school; in four cases *all* in the regular public schools; in two cases it is evenly divided; in two cases rather more than half is done in the normal practice school; and in another three-fourths; one answer indicates that work is done in both situations though amounts are not stated. The one point here that seems to call for comment is in regard to having all the work done in the normal practice school. As those schools have, as a rule, rather unusually good conditions and expert teachers it seems as though they offered the students hardly the varied experiences needed as prepara-

tion for facing the customary problems of their first teaching year,—but this is, of course, a matter in which there might easily be a variety of opinions.

Out of all the foregoing material what points emerge most clearly for our consideration?

1. Does not the enormous variation in the hours assigned to the work of observation and practice indicate the need of some approximate standard, which might at least be regarded as an acceptable minimum?

2. Is there not need for a widening of our students' opportunities as indicated in the replies on pre-kindergarten observation, use of the normal practice school, and plans for giving contact with varied types of children and teachers?

3. Are we not in great need of more suggestions for outlines for recording children's progress, for self-rating score-cards and for methods of rating the students' work and personality?

4. Certain questions propounded by the reporting teachers may well be added to the above, for our consideration.

What is a fair ratio to establish between the observation and practice in the kindergarten and that in the elementary grades? (This would of course be largely dependent on whether or not graduates are certificated for both forms of teaching.)

Is a course in program-making necessary before students begin practice teaching or should it be worked out while teaching?

Should theory and practice go along together or be taken up in separate blocks of a few weeks each?

Should all students have a course in the philosophy, literature, and psychology of the kindergarten as a basis

for future work, even though they are to teach in the upper grades?

How may we best plan for reports from kindergartners early in the student's observation and practice work which can be made of constructive value to the student?

Should our training schools offer enough participation opportunities during the first semester to form a better basis than we now have for deter-

mining the student's fitness for her chosen work?

The city schools seem to me to have shown commendable progress in such matters as lengthened courses, widened opportunities, adequate amounts of practice work and increasingly careful follow-up work with the students, but the questions listed above are certainly sufficient proof that there is still much work to be done.

[Other reports will follow later.]

#### I. K. U. SESSION AT CINCINNATI

**A** REPORT of the I. K. U. session held in Cincinnati, February 25th, in connection with the meeting of the Department of Superintendence of the N. E. A., will be given in the May number of CHILDHOOD EDUCATION. The program included three speakers, as follows:

Supt. Fred Hunter, Oakland, Cal., *The Kindergarten from the Viewpoint of the Superintendent.*

Miss Elizabeth Cleveland, Supervisor of Women's and Girls' Work, Detroit, *The Kindergarten and the Nursery School.*

Mr. William Clark Trow, Ph.D., Associate Professor of Education, College of Education, University of Cincinnati, *The Kindergarten, the Primary, and the Psychologist.*

A Kindergarten Dinner was held on Tuesday evening, February 24, at the Cincinnati Woman's Club, with Miss Annie Laws, chairman.

## *In the Classroom*

### *Problems, Projects and Practical Ideas*

Under this heading will appear questions relating to classroom problems, to be answered by those in authority; short accounts of successful projects; practical suggestions based upon everyday experience. Readers are urged to submit such material freely, so that the department may become a real exchange of ideas.

On account of limitations of space, writers should be brief and "to the point," and only new and original suggestions can be printed.

### *Some Group Projects that Grew Out of Experiences of the Children*

#### TRAVELLING

After the Christmas vacation several children told of visits they had made and rides they had taken on the train. One little girl told of the new clothes she had taken with her on a visit, and how she had helped her mother pack them in a trunk. The children were busy making paper dolls and dressing them, so someone suggested that we play train and take the dolls to ride.

*Making clothes for dolls.* The children talked over the kinds of dresses to make for the dolls and how to make them. They looked at the dresses of the little girls in the class and noticed the stripes and plaids and the trimmings. The first day they used paper and scissors, and trimmed the dresses with crayon. Some dresses were original and some were cut from patterns, the children using their own ideas in decoration.

The next day a variety of cloth goods was brought, and the paper patterns were pinned on, while the girls cut out the dresses and attempted to put them together, some using needle and thread and some pins. Meanwhile other children were busy making patterns with crayon and paper, and the

boys were arranging a store, and placing the dress goods on display.

The girls visited the store, looked over the stock, and picked out materials for more dresses, aprons, and coats. They then went to the work table, cut and decorated the clothes, and fitted them to the paper dolls and to some small dolls that had been brought in to go on the train. Small hats were also fashioned for the dolls and sold at the store.

*Making trunks and suitcases.* The little girl had spoken of having a trunk for her new clothes, and others told of bags and suitcases. The question how to make trunks and suitcases arose, and various suggestions were made for materials. A toy trunk was brought out, also one made from paper. The children examined them and went to work, some making trunks and others bags and suitcases from paper. Some very creditable original work was done, while others made the pattern trunk, putting on their own decoration of straps and buckles.

*Taking trunks to the station.* While the girls were making the dolls' wardrobe, the boys were making a station, with tower clock and waiting rooms, and arranging the chairs for a train. Others had been making



trucks to take the trunks to the station, and taxis in which the dolls were to ride. When the paper dolls were dressed in their new clothes and the trunks packed, they were taken to the station and seated in the waiting room, where they sat until the children were ready to take them to ride on the train.

The project continued to interest the children for several weeks and they were very resourceful.

#### MAKING DOLL HOUSES AND FURNISHING THEM

Early in the year the children often arranged the furniture and dusted the kindergarten play house. They dressed paper dolls and brought some of their own dolls to live in the play house for a time. Occasionally we talked of the dolls at home and where they were kept. This led some of the children to express the wish that they had doll houses for the dolls at home. It was suggested that we try to make some small houses from boxes. The next day one child brought a house made from a cardboard shoe box. His mother had helped him cut windows and doors and put on a roof and a porch. The children admired it and volunteered to bring boxes from which to make other houses.

We took walks near the school and noticed the kinds of houses. Most of the children brought boxes in which windows had already been cut, and they were eager to paper them and make rugs for the floor and pictures to hang on the walls. We talked over the furnishings needed and the children told of the rugs and furniture at home. We spoke of what materials to use for tables and chairs, and then set to work.

A variety of papers had been placed on the table and the children selected paper

and crayon, and with their scissors began fitting paper rugs to their box houses. Some very good original designs for the rugs were made with the crayon. They had also brought to school pictures cut from magazines and these were pasted on the walls of the box houses. It was suggested that curtains for the windows were needed and they talked over what to use and how to paste them on. Some children brought fancy paper from candy boxes, which made pleasing curtains.

Next they brought pictures of furniture cut from newspapers and magazines, and we talked over the kinds of chairs and tables we knew how to make. Each child was asked to make one piece of furniture, making his own selection. When these were done, they were arranged in a row and judgment was passed upon them. Then each child chose the kind he wished to make for his house and went to work.

Before taking the box houses home, more paper dolls and new dresses for them were made. These dolls were cut from a pattern and pretty faces cut from magazines were pasted on the heads. More dresses were made, some of them from pieces of silk, gingham and calico brought from home. Some children trimmed them with pockets, belts and collars, which were sewed on. One boy made a yoke of white embroidery and several children made muffs and shopping bags. They even made dresses at home and proudly brought them to kindergarten to show.

The need of trunks in which to keep the dresses again arose and more trunks were made, and there was an impromptu play of going travelling with the new trunks before they were taken home.

ANNA H. LITTELL.

The struggle of today is not altogether for today.  
It is for a vast future also.

*Abraham Lincoln.*



## *From the Foreign Field*

### *Conditions in India<sup>1</sup>*

Miss Anetta C. Mow of Vyara, India, attended the National Kindergarten and Elementary College in Chicago, for six months while home on furlough, and counts it one of her blessings.

"Vyara is out in the jungle" she writes. "When the girls come to school they are sights to behold. They come from homes scattered over the fields and hills of the surrounding country. Their parents are poor, ignorant and superstitious. Many of the children enter the school because they do not have enough to eat at home. During years when famine conditions prevail they come to us very readily, the majority of them dressed in little more than sunshine. Many of them need medical care immediately, for their bodies are covered with itch and their spleens enlarged because of malarial fever. A soap and water bath and a cleaning of the head is the first ordeal they have to pass through.

"This being a boarding school we try to make it a real home as far as possible. Our teachers are educated Indian men and women. It is here, as it is in America—some are good teachers, some are poor, some have the desire to give of their best to the children, others do not. To get my teachers to do their very best is my hardest task.

"The children are so helpless when they come to us, and so dumb, that it sometimes seems like a hopeless task to teach them anything. After a time they change. In receptivity and mental ability they are not one whit behind the American child. In America, children play with scissors, learning to cut out pictures, but in India it

is very different. These girls have never had a pair of scissors in their hands, and many no doubt have never seen a pair until they enter our school. It is almost pathetic to see a little girl sit down with a pair of scissors to "chew away" on a piece of paper.

"By the time the girls enter the Third Standard they begin to sew on their own skirts and jackets. I fear our system is quite utilitarian. These children know nothing of the joy of making doll clothes. It is a pleasure, however, to make their own clothes. They do not have dolls and all the lovely toys which girls love in America. The fact is, they have to learn the spirit of play. They are little old women when they come to us, having learned little else than to care for baby brothers or herd goats. After they have been in school a while they dearly love a doll, fairly quivering with pleasure as they take it in their arms. It is a pity that we do not have dolls enough to go around.

"They learn to play games, too. The few games they have played in their villages are full of folklore and their animistic religion, but are interesting. I am sure you would enjoy seeing them play 'watermelon,' a game so realistic that one might easily guess its name without understanding a word of the language.

"The original method of teaching to read was the parrot way, but I am glad some improvement has been made in this direction. The teachers now take the little girls out-of-doors and write in the sand, or again, they use seeds to form sentences.

"Our girls decided they would like to make Christmas gifts for the village school children. It was a big undertaking but every one took such an interest in the work that it was easily done. The illustration

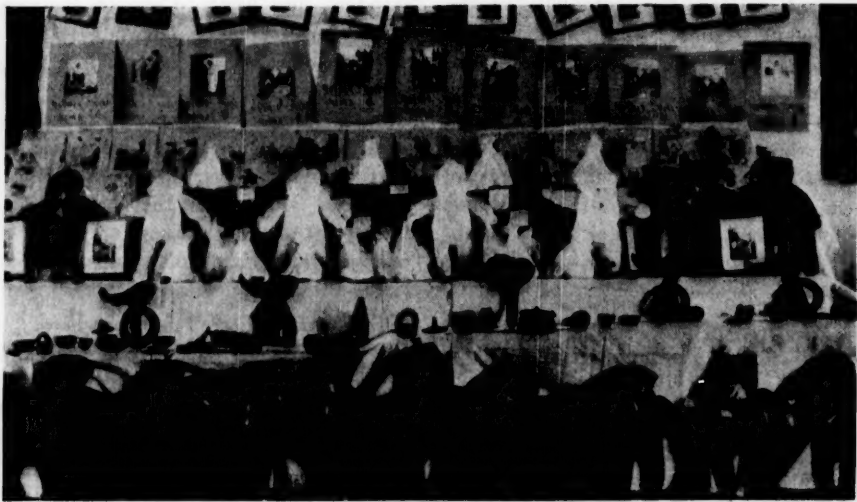
<sup>1</sup> From letters received by Miss Nellie E. Brown, Chairman of Committee on Foreign Correspondence.

shows the gifts made. The dolls were made by Fifth Standard girls, from old stockings stuffed with rice straw. The quilt was made by all who could use a needle, as a surprise for one of their own number, who was sick. Notice the clay designs. They are miniatures of dishes and vessels used in their own homes. They also made mottoes and picture booklets. With the joy of doing came the greater joy of giving to others.

"On an average we have one hundred girls living here. After they pass the

sick mother who died later. "Twice Indian women have carried her home to nurse and brought her back the same day" writes Dr. Parker "because their husbands feared she would bring bad luck by dying on their hands. She still lives and gains. . . . some.

"A Eurasian man was arrested for theft and is likely to get two years in jail. His Indian wife was left with two small children and another expected. She wished to part with them all, perhaps because without them her family would receive her. To save them



CHRISTMAS GIFTS MADE BY THE GIRLS

Fifth Standard they are either married or go on to a more advanced school. There are great possibilities ahead of us. I feel sure you would be greatly interested if you could step into my school although you might wonder where the kindergarten department is. It has been a pleasure to write about my work and my little girls."

Dr. Harriet E. Parker's work at the Birds' Nest, Madura, India, is steadily increasing. In one of her letters she speaks of wee, wee baby Nesum, brought more than thirty miles to the American Mission Hospital for women and children with her desperately

from a criminal environment we have taken Lily Gomes, aged three, Peter Gomes, aged two, an anonymous Gomes due later.

"A Naidu woman has been brought here by a relative to save the family from disgrace. She will go back to them after giving us her baby.

"A Vellala woman was found crying in the street near the temple and was brought to the Hospital ill and half-starved. She said she had been married in childhood, but when she was sent to her husband's house he did not want her and turned her out. For a time she begged, then a man took her. Her baby, a pretty, delicate girl

was born a few days after she came here. She has given her to us, but promises to stay to nurse her, and we hope she will not go back to her old life. Some people think that this encourages immorality. Would they consider child-murder better, or giving the baby to the temple to be brought up a prostitute?

"In India infant marriage is a great cause of suffering. Many are married at the age of one, though quite recently, through the agitation of missionaries, the law was changed, prohibiting marriage until the age of twelve years instead of ten as had been the custom. Imagine a country in which every one girl in six is a widow. Infanticide is supposedly prohibited. Worse than widowhood or infanticide is the

giving of little girls in marriage to live a life of unspeakable shame in the temples. The religions taught these little children are those of fear and force."

One day a woman in Madura heard a baby cry. Searching carefully she found a new-born girl, tied in a dirty cloth, in the drain of a tank, evidently placed there to drown. She took her to the police, who sent her to Dr. Parker to live in the Bird's Nest. She is growing up very sensitive, and cries at a word of reproach.

Dr. Parker hopes that a young girl by the name of Pappathi, who has assisted at the Birds' Nest, will some day train to be a kindergarten. She is naturally fitted to work with little children.

### *Extracts from Letters from American Countries*

"The Mexican fathers and mothers like the kindergarten very much and think it must be a good place because the children are so happy. Mexicans are very appreciative of anything done for their children, especially the little ones."

"One Mexican father sat in the rear of the room crying while his little daughter played her part as the Mother of Moses in a Daily Vacation Bible School kindergarten. He repeatedly clapped his hands, saying 'That's good!'"

"In the Canal Zone we have kindergartens for the children of the employees, but as far as I know, the Republic of Panama has nothing whatever in that line."

"I do not know of anything that is being done along kindergarten lines for the little children of Ecuador, Peru and Bolivia. These countries are virgin territory for kindergartens."

"Kindergarten work has not received very special attention in Brazil up to the

present time. A few of the Protestant Mission Board Schools have small kindergartens. The school board of Rio de Janeiro, the federal capital, is doing something. A few years ago, it secured a good equipment from the states, set apart a special building and has been conducting a moderately successful kindergarten.

"The state board of education in Sao Paulo has been doing fairly good work with the kindergarten.

"As I have studied the field the conviction has grown upon me that kindergartens have not made more headway in Brazil for lack of properly trained teachers and for lack of publicity and educational work among parents and through the community. Here in Brazil, where about 80 per cent of the people are illiterate, the old idea prevails that children must learn their alphabet and be put to spelling and reading as quickly as possible.

"You can see from this brief statement what a great, rich, uncultivated field there is in this country for work. The burning question is, who will furnish the leadership and the means to finance and direct the movement?"

# *International Kindergarten Union*

Headquarters, Investment Building, Washington, D. C.

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## *Next Convention*

Los Angeles, California, July 8 to 12, 1925

## *Headquarters for Convention*

Hotel Biltmore, Los Angeles, 5th and Olive Streets

## *Official Tour*

Under the direction of Raymond & Whitcomb Company (see JOURNAL for March)

## *Outline of Program*

The Executive Board of the International Kindergarten Union, in arranging the program for its thirty-second annual meeting, has chosen as the central theme *Evidences of the Effect of Training in Early Childhood*.

While this is to be but a four days convention, those days will be filled with many opportunities for professional growth, for inspiration, and for fellowship. The first morning, Wednesday, July 8, will be devoted to Board and Committee meetings, and to the visiting of kindergartens. The public school kindergartens will be closed for the summer vacation, but the University kindergarten, as well as some others, offer facilities for seeing actual kindergarten practice.

The opening session will be held Wednesday evening, and California's State Superintendent, Mr. Will C. Wood, has already been secured for the address of the evening. On Thursday morning, follow-

ing the general topic of the convention, there will be a symposium, conducted by Miss Mary Dabney Davis, in which will be discussed some of the many studies of the actual results of kindergarten training which have been made from time to time in various parts of the country. At this time, suggestions will be made for such studies worked out on a scientific basis.

One session is to be devoted to a study of the results of child training along physical lines, under the two headings: Posture and Nutrition. Another session will deal with the new and interesting work of Habit Formation through Habit Clinics.

Friday, July 10, will be Delegates' Day. The picturesqueness of this splendid gathering of our members, which has been growing with the years, will undoubtedly reach its climax in the special opportunity which California offers, with its lovely flowers and its climate. The session will be followed by a luncheon which is being planned as an



international affair this year. It is hoped that we may have representation from many different countries. Our own Kindergarten Unit work in France will not be forgotten, and we shall hear of great progress there.

Other inspirational meetings and speakers will be announced later.

This unique opportunity to see the beauties of our own country and to gather with others interested in our own special field should be grasped by every one who can possibly do so.

A special feature of the program as planned is that it deals with the whole period of early childhood, and so will have as much value for the worker in the

Nursery School and for the primary teacher as for the kindergartner. This is especially fitting since the convention gathers in a city where there is no line of cleavage between the kindergarten and first grade.

The local committee is arranging many delightful things and is extending most cordial greetings to everyone. Hotel Biltmore affords attractive Headquarters, and the Raymond & Whitcomb Company offers excellent traveling arrangements. Every prospect seems delightful and it only remains for the members of the I. K. U. to attend in such numbers and with such spirit as to make this a banner meeting.

ELLA RUTH BOYCE,  
*President.*

### *Hotel Rates*

Hotel Biltmore (Headquarters): Single rooms, with bath, \$5.00 and up; double rooms, with bath, \$7.00 and up.

A list of other hotels, with rates from \$1.50 up, can be obtained from the Convention and Tourists' Department, Los Angeles Chamber of Commerce.

Apartments can be secured, from \$10 a week up to \$25 a week for two persons, through the Secretary of the Apartment House Association, 626 California Bldg., Broadway and Second Sts., Los Angeles.

Those desiring accommodations near the University should write directly to the Dean of Women's Office, University of California, Southern Branch, Los Angeles.

Any additional information may be secured by writing to the

Chairman Accommodations Committee  
Mrs. Genevieve Anderson,  
1186 Victoria Ave.,  
Los Angeles, Cal.

### *Chairmen of Local Committees*

General Chairman: Miss M. Madilene Veverka.

General Advisor: Miss Barbara Greenwood.

Headquarters: Mrs. Bess Steigleder.

Accommodations: Mrs. Genevieve Anderson.

Places of Meeting: Miss Marian Dalmazzo.

Badges: Miss Elga Shearer.

Decorations: Mrs. Bess Burgoyne.

Music: Mrs. Florence Armstrong.

Excursions and Play: Miss Ethel Britto, Miss Mary Workman.

Press and Publicity: Miss Katherine McLaughlin, Mrs. Jane McKee, Miss Henrietta Visscher.

Finance: Mrs. Eugenia W. Jones, Miss Emily Pryor.

Transportation: Miss Ada Mae Brooks.

Exhibits: Miss Ethel Salisbury.

Credentials: Miss Florence Kuss.

Hospitality: Miss Grace Dupuy, Miss Grace Fulmer.



*News Item*

Eight of the ten members of the Highland Park, Mich., Kindergarten Club are planning to attend the convention in Los Angeles. The Board of Education of that city feels that this convention is so worth

while that it has offered to add to the salaries of those who attend about the amount of the railroad fare from Detroit to Los Angeles.

*I. K. U. Headquarters at Washington*

The new Headquarters of the International Kindergarten Union in the Investment Building, Washington, D. C. is slowly making its way. Since the last list of contributions was printed (January) the following Branches have made contributions:

Kraus Kindergarten Alumni Association.....	\$10.00
Waterloo, Iowa, Kindergarten Club	5.00
Binghamton, N. Y., Kindergarten Association.....	5.00
Richmond, Va., Kindergarten League.....	5.00
Pittsburgh Kindergarten Alumnae Association.....	50.00
Camden, N. J. Branch.....	5.00
Jamestown, N. Y. Branch.....	5.00
Superior, Wis. Branch.....	10.00
Utica, N. Y. Branch.....	5.00
Cincinnati Kindergarten Association.....	5.00
Bay Region Kindergarten Association (Cal.).....	5.00
Ann Arbor, Mich. Kindergarten Club.....	5.00
Kindergarten-Primary Club of University of Nebraska.....	5.00
Page-Devereaux Kindergarten Alumnae Association.....	10.00
Newark, N. J. Kindergarten Union.	10.00
Lincoln, Neb. Kindergarten Association.....	5.00
St. Louis Froebel Society.....	10.00
Portland, Ore. Kindergarten Club.	2.50

Pawtucket, R. I. Kindergarten Society.....	3.00
Toledo Kindergarten Association..	10.00
Philadelphia Branch.....	5.00

Several individuals have also added to their annual dues donations for office equipment and conveniences as follows:

Miss Nora A. Smith.....	\$5.00
Miss Mary Dabney Davis.....	2.00
Miss Anna Vogler.....	1.00
Miss Zoe Deo.....	1.00
Miss Marion Hanckel.....	1.00

On the editor's desk stands a miniature mahogany "hope chest," which will be recalled by those in attendance at the Minneapolis meeting as the box which held the many invitations to the I. K. U. presented by the representatives from Grand Rapids. After it had served its purpose at Minneapolis, it was given to Headquarters and makes a handsome addition.

On a broad shelf which holds the new books sent in from time to time, is a Hawaiian mat, upon which rests the editor's dictionary. This was the gift of Miss Frances Lawrence of Honolulu.

On one side wall is a set of pictures illustrating the kindergarten as it affects children in various ways, presented by Miss Mary G. Waite, who has also given a number of books as a nucleus of an I. K. U. library.

The greatest thing a teacher ever brings to a child is not subject matter, but the uplift which comes from heart contact with a great personality.

—Search.

# The Reading Table

## The Decroly Class<sup>1</sup>

Many people who read the Government Bulletin (No. 37, 1923) by C. W. Washburne, which gave a report of his visits to various progressive schools in Europe, wished that they might know about some of these schools in more detail. Miss Hunt's translation of Mlle. Hamaïde's, "The Decroly Class," makes accessible in English a full and interesting account of one of the most successful of these experiments in liberalized education.

Dr. Ovide Decroly has been an important figure in progressive education in Belgium for many years. He is an eminent physician and a psychologist, as well as an educator. Dr. Claparède, in his preface to the book, says of Decroly, "Thanks to that triple capacity in which he works . . . he has been able to synthesize the various viewpoints that in the last twenty-five years have tended to recognize certain things as fundamental in the educational process—activity, experience at first hand, interest based on the special needs of successive age periods—in a word, recognition of the child himself."

Decroly's first experiments were with sub-normal children. A few years of intensive and fruitful work in this field brought the conviction that the principle and methods used were equally applicable to the education of children of normal intelligence. Mlle. Hamaïde spent five years at the École de l'Ermitage in Brussels, a small private school where the Decroly plans were put into successful operation. Then came the opening of Decroly classes in

several of the city schools of Brussels where they are now well established as a part of the regular school system.

The author gives a brief history of the movement and discusses the viewpoint and methodology, but her main purpose has been "to report the results of an experiment as objectively as possible and to show how Decroly principles have been applied in a conventional school environment." To this end she presents sections taken right out of the daily life in these classes. We notice that a very flexible curriculum is continuously evolving from consideration of experiences vital to the children and that the social viewpoint is prominent in subject matter, in the group organization, and in provision for contacts with the larger world.

Many specimens of the children's work are shown, consisting of charming reports, records and "*causeries*" or "*conferences*" (reminding one of Caldwell Cooke's "Littleman Lectures"); photographs of results of enterprises which we might call projects; charts, and collections with accompanying notes, etc. These, together with numerous pictures of the children engaged in varied activities, give a clear and vivid impression of the normal, healthy, stimulating school life provided.

American readers will, of course, note a general resemblance to schools representing the progressive movement in this country. There are unique features, however, which are well worth examination and we should give attention to all such accounts of well developed and thoughtful work in other countries in order that we may get a better perspective on like efforts nearer home.—ANNIE E. MOORE, *Teachers College, Columbia University.*

<sup>1</sup> By Amelie Hamaïde translated from the French by Jean Lee Hunt. E. P. Dutton and Co.

### *Experimental Practice in the City and Country School*<sup>1</sup>

In this day of kaleidoscopic education, when everything masquerades under the magic name of project, and the word sometimes glorifies the most capricious practice, it is refreshing to read a book where the word seldom, if ever, appears, but where the method is consistently followed. Such a book is *Experimental Practice in the City and Country School*, which is a compilation of the records of the staff of this school, most of them furnished by Miss Lula Wright, whose work is with a seven-year-old group.

The book is edited by Caroline Pratt, the founder of the school, which was opened in 1913 in New York City with a small group of pre-school children, and was first known as "The Play School."

The Foreword, entitled "the Argument," is by the editor, and gives the justification for the faith in the principles upon which the school is built, i.e., "To study the interests and abilities of the growing child as they are manifested, to supply an environment that, step by step, shall meet the needs of his development, stimulate his activities, and orient him in his enlarging world, and that shall at the same time afford him effective experiences in social living."

The material is stimulating and is handled in such a clear, convincing manner that, though one might not always agree, it still leaves the argument vital and unimpaired. The detailed description of the work and the results attained are well organized under the following main heads:

I. Play Experiences: The Play City; Play with big materials (Outdoors and Indoors); Organized Games, Drawing and Painting.

II. Practical Experiences: Shop, Sewing, Cooking, Clay.

III. Special Training: Reading, Language, Spelling, Writing, Number.

IV. Organization of Information: Discussions, Trips, Orientation, Stories, Dramatizations, Science.

The class that is so entertainingly and graphically written about consists of seven boys and eight girls who seem to get acquainted, in a thoroughly practical, thought provoking, interesting way, with the 3 R's, geography, history, the world of Nature, physics, chemistry, plastic and graphic arts, music, poetry, drama, the practical arts of sewing, cooking, carpentry, etc., besides gaining a remarkable orientation in their surroundings and a sense of civic responsibility—a comprehensive and far reaching educational procedure—and all is accomplished with due regard to individual differences.

There could be no Emmy Lou in this group, and as one follows them one is reminded of the answer given by Dr. Dewey to the question "But do not the children have to be trained?" "Yes," he admitted, "but training has nothing to do with education. A person is trained by another, but he educates himself."

The chief objective around which much of the activity centers is the making of a miniature New York City and its environs, which grows and changes with the interests and experiences of the children. Out of it grow language, reading, writing, spelling, geography, number work and other subjects previously mentioned.

A newspaper carried on throughout the year furnishes an incentive to learn to read and compose. There is also much original work in stories, poems and music, and dramas worked out by the children are described, notably, "The Story of Wheat." This play grew out of a visit to a flour mill. The dialogue, music, rhythm, costumes, and stage setting were the work of the children, and the result is a charming play of real content and artistic form, showing the way vital dramatics may be developed. One wishes that for this item

<sup>1</sup> Edited by Caroline Pratt. Published by E. P. Dutton & Co., New York.

alone the book might be in the hands of every primary teacher in the country; then, perhaps, we would not have so much inane, unnatural dramatization of Mother Goose.

Though the art side is not neglected, as indicated by the above, one may question if the practical utilitarian side of education is not too much stressed for the average American child.

As there is nothing tiresome nor prosaic in the work, neither is there in the description. The book is well organized, each month's records made under headings, and in the Appendix we find the week's program, details in regard to materials, books and equipment used. It is a human document, rich in suggestion and worthy of thoughtful consideration by the educational world.—  
NETTA FARIS.

## *Other Books and Educational Topics*

By GERTRUDE MAYNARD

### *The Cross-Puzzle Craze*

It seems that the acrostic (incomplete) has lain dormant for thousands of years, to be fully brought to life at last in the modern cross-word puzzle. The mild indoor sport of the puzzle in any form—acrostic, rebus, riddle, conundrum, enigma, charade or picture—has always engaged us. It has always been a sort of cousin to the card game. Do we not remember that loved puzzle page in *St. Nicholas*? And now our leisure moments are besieged not only with the radio but with this modern adaptation of the double acrostic, and the dictionary is almost as popular as the Bible.

Claims in favor of the educational value of this pastime have been made. They are being investigated through intelligence tests at Columbia University, and the findings will be interesting. It is apparent that the cross-word puzzle has a tendency to increase miscellaneous information and it certainly has aroused a mighty interest in synonyms, but as for actual educational value, we have our doubts. A writer in the *New York Times* remarks:

"There is only one river in this new cosmos. It is the Po. Romulus and Remus evidently made a mistake by con-

centrating on the Tiber. Egypt made her place in history secure by developing a bird named Ibis and a goddess named Isis. Gutenberg's real contribution to civilization was the em and the pi. In Judea's annals Solomon's glory has been dimmed by the son of Abijah, who took care to provide himself with two vowels to one consonant—Asa. China has done her bit with lao and tael. . . . Natural selection, operating in the zoölogical realm, favors immensely the survival of the three lettered animal. The lion and the elephant are dethroned and in their place rule the emu, the gnu, and the eel. If Coleridge's mariner were living in this cross-world of ours, he would not be carrying an albatross around his neck; he would be proudly sporting an auk. . . . How long the craze will last is not difficult to predict. From the violence of the fever we gather that the crisis is near. Any day now may witness a sudden subsidence of the passion and the tumult—we mean the vim and the din."

Restrictions upon the use of the dictionary have been placed in many cities. In the New York library one may be used "for legitimate reference purpose only."



Commenting upon this the *Providence Journal* remarks,

"Thus the unmistakable stigma of illegitimacy is placed upon the cross-word puzzle. It is an undeserved stain against which many of the New York addicts seem likely to protest. The prohibitory lines are too sharply drawn. It is easy to see the outcome. The New York public

library will pass through an epidemic of dictionary boot-legging."

Teachers are, on the whole, advised to keep out of the toils, lest they find themselves in the place of the reputed rural high school teacher who was found correcting a thesis with one hand and doing her cross-word puzzle with the other, while at the same time she was "listening in" with the crystal set.

### *For the Tired Teacher*

In *Primary Education* for January, Gertrude Chanler Warner writes helpfully on *The Royal Road*.

"Teachers who view their work with toleration are likely to view it soon with dislike. It is necessary to make a quick change from the passive to the active voice if a teacher is to succeed in any distinctive way. I am convinced that there are many teachers who view their work honestly, and who feel an overpowering sense of inadequacy, wishing to give out virtue even to their own detriment, who are daily failing. . . . There exist some teachers, old in the service, who would give their lives to find a royal road, and these teachers hope to find it in conscientiously plodding along, doing their best, their level best, and doing it every day. They will never find it by conscientious plodding. In fact, the only mistake they are making is that they are plodding. It is a high crime to plod in a big profession. A bricklayer may plod and make a whole lot of money, but the doctor who plods is a criminal. Likewise a teacher. . . . A plodding child, "taking lessons" without vision, may practice scales while glancing at the clock. A child who has seen a child marvel of his own age rippling out clean-cut scales has a vision of what he may become. He then glances at the clock to find out how long he may practice. . . .

"Suppose a teacher is bored to death teaching music. By this I mean the dry art of teaching music from the staff—the bone labor of teaching enough technique to fulfil a music supervisor's requirements. And right there you have the solution. Do not meet requirements—stop meeting them and fly past them. Add to them, eat them up, and make additional requirements beyond all reason, for yourself. . . . The joy of being on the royal road is not dependent upon the appreciation of the supervisor; it is enough to be on the road. . . . Suppose penmanship is the bugbear. Change it over into an art. You can do it. Do not try simply to accomplish eighth grade work in the eighth grade—change it into a high school. If necessary, get up in front of your class and tell them what you are going to do. It is a human failing upon which you may stake a great deal, this desire to excel a superior. Third graders never tire of hearing, "This is good fourth grade work." Do not ask your children to excel their class mates; ask them to excel their teacher.

"When Henry P. Davidson was asked to raise three million dollars for the Red Cross, he said I cannot raise three million, but I can raise thirty million. Americans falter when asked to walk a mile but they will go twenty with you as quick as a wink."



### *Teacher's Relief Funds*

Aside from the Pension Problem, the matter of giving temporary relief to teachers who are ill or in a tight place is of interest to all.

There are in the country, here and there, such organizations, notably in Cleveland, Grand Rapids, Kalamazoo, Kansas City and Seattle. There is also, in Boston, a Teacher's Relief Fund which seems to have done much good. We quote from the *Journal of the National Education Association*:

"This fund was established in 1910 by a few of the women teachers of Boston when a case of acute need was brought to their attention. A committee from the club was appointed to investigate other cases and this resulted in the first call to the entire membership for a voluntary contribution to be used in aiding other teachers. Over eleven hundred dollars was received."

Since then a special appeal has been made at Thanksgiving time. The money thus received maintains the fund, but, we understand, other gifts are at times needed.

"During 1923 contributions amounting to more than \$2000 made possible the extension of this service. During the year ending June, 1924, over \$1000 was paid to beneficiaries. . . . The chairman of the committee writes: 'It is impossible to estimate the comfort and happiness which the gifts have brought to the recipients of this friendly aid. Such deeds have no measure, but the sincere letters of acknowledgement show the depth of feeling which has been stirred in the hearts of our friends who, through physical incapacity, are no longer able to keep step with us in our days' work.'"

The financial possibilities in assessing so large a body of salaried people as the teachers of a public school system loom large, and they are for this very reason usually protected from exploitation, but when they assess themselves it is another matter. There are possibilities of helping one another in our profession, not only with direct gifts, but by loans, which in the cities just mentioned have already been utilized.

### *Visual Education*

The original screen picture, the stereopticon, seems to have held its own against the motion picture, somewhat as the horse has held his own against the automobile. Mr. Grant Hays, director of visual education for the Board of Education of Chicago, speaking to a newspaper correspondent, says:

"The enormous use of the motion picture for amusement has developed in the minds of many people the notion that picturization of all school work can be made a success. We grant the usefulness of the motion picture, but we do not believe that all work can be taught by films, nor that

teachers will become unnecessary. Films are an enormous aid in teaching where motion enters. By films all the whirling machinery of industry can be brought into the schoolroom, but aside from this and similar uses the still picture is found better adapted to classroom use. The moving picture is too rapid for explanation and discussion. Often a teacher need use only five or six pictures in a lesson. It must be remembered that pictures alone do not teach, but that they merely aid—though they greatly aid—the teacher.

"Another advantage of still pictures is their cost. While motion picture films

must be rented slides can be made at comparatively small cost from photographs and kept for years. . . . Some of our slides have been made for twenty-five years and are still good. We have a library of about 100,000 slides and circulate an average of 50,000 a month."

Mr. Hays is a veteran hunter for film material, and finds it a fascinating sport. The modern stereopticon, with its mazda light and electric attachments, is as easily arranged as a lamp and requires no dark room.

### *Music and the Radio*

At the last meeting of the National Music Teachers' Association Mr. William Arms Fisher read a paper on the above topic. He touched upon the wonder of the latest addition to our comfort and delight, its great possibilities and its present limitations. He said in part:

"It is only a question of time when the whole country will be converted into a single huge auditorium, and it is altogether possible that some day a single voice may be heard at the same moment over the entire globe." Mr. Fisher believes that the public is now listening largely for the sake of listening; but that after the novelty of the experience has worn off the people will be more critical as to what is coming through. The quality of music now on the air is chiefly dependent upon the managers of the great stations, who are really advertising themselves as commercial concerns. Like theatre managers they try to give what they believe the public wants. So far the programs have leaned heavily toward jazz and cheap songs. The element of self-advertising is lurking in many performances, but, on the whole, the nightly offering of music is improving. Musicians assure us that poor music, without other glittering accompaniments, will not stand the wear, while

good music grows upon the dullest ear by repetition.

Mr. Fisher believes that the public cannot always get something for nothing, and that in the end we shall have paid artists of the highest type, but who shall pay, he cannot surmise. Also he believes that certain hours should even now be set aside from jazz and devoted to the best music, free from any interference.

This almost occurred at the first really noted radiocasting of a concert of general interest, namely the joint recital of McCormack and Bori January 1st. On that night practically the whole nation listened and other stations scarcely peeped. The concert even interfered with theatre attendance. Doubtless, by the time this article appears, there will have been similar concerts.

The wonder of the graphophone and of the radio is yet with us. Its annihilation of time and space still confounds us. We have all heard the song of the nightingale on the former, and a few months ago the chirp of a cricket before the microphone of KHJ in Los Angeles was heard in mid-Australia 6000 miles away. The fact that music is far and away the most popular thing sent out on the radio points to the fact that before long good music will predominate.

